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Academic Records of Recipients of LACC Women's Faculty Club Scholarships, 1958-67.

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The academic performance of 177 women students who received financial aid from the faculty women of Los Angeles City College was examined according to (1) high school attended, (2) declared major at entry, (3) SCAT scores, (4) pattern of courses, (5) length of time at LACC, (6) GPA at LACC, (7) AA degrees earned, and (8) requests for transcripts as indicators of transfer. The awards in each of the 19 semesters covered ranged from four to 14. In 1959, scholarships were $50; in 1965, they were changed to $100 scholarships and $50 book grants. Among the findings: (1) the 153 students with time to complete four terms attempted a mean of 47.7 units and completed 46.5, with GPA of 2.72; (2) aid recipients had a 3.06 GPA; those with book grants made 2.31; (3) 63% attained a GPA of 2.4, 21% were in the 2.0-2.39 range, and 16% fell below 2.0; (4) on entry, 38% chose 2-year majors; the others, a transfer program; (5) some later changed goals; (6) most popular majors were legal secretary for 2-year programs and teacher for 4-year; (7) mean raw SCAT scores were in the 50-53 percentiles, higher than LACC women as a whole. The group's record was high in retention, adherence to original goals, GPA, graduation, and transfer attainment. Only six of the 177 failed to finish first semester; 22 of the rest fell below a 2.0 GPA. Those with a 2-year major were slightly more successful than those in a transfer program. The author suggests a questionnaire survey of the aid recipients to determine how much they felt the grants had contributed to their success. (HH)

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LOS ANGELES CITY COLLEGE

"ACADEMIC RECORDS OF RECIPIENTS OF LACC WOMEN'S FACULTY CLUB SCHOLARSHIPS, 1958-67"

Research Study #68-8

Ruth S. Stein
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Office of Research

JC 680 430

"ACADEMIC RECORDS OF RECIPIENTS OF LACC WOMEN'S FACULTY CLUB SCHOLARSHIPS, 1958-67"

PURPOSE OF THE STUDY

Over the years, the women of the faculty of Los Angeles City College have devoted considerable effort and the financial outlay of themselves and others to a program of scholarship aid to entering women. This study has been made both to determine the pattern of performance of these particular young women and to draw more general conclusions about a group of junior-college entrants especially selected.

BACKGROUND OF THE STUDY

In 1949, committees of faculty women began interviewing and awarding scholarships to incoming young women recommended by their high schools. Selection criteria have been a combination of financial need and the prospect of college success. Until fall, 1959, the scholarships were $35; then the amount was increased to $50. Beginning with the spring of 1965, awards were separated into two types: $100 scholarships and $50 book grants. The awards are not renewable, although a number of the recipients have been granted other types of scholarships in subsequent semesters.

Miss June Carroll summarized the academic performance of the first groups of scholarship winners in a report written in the spring of 1957. The present study carries the record from spring, 1958 to the end of the fall semester, 1967.

METHODS OF THE STUDY

For the 177 students involved, data were obtained on high school of origin, declared major at time of interview (in May for fall entrants and in December for spring entrants), SCAT scores, length of L.A.C.C. attendance, grade-point average at L.A.C.C., pattern of courses taken, AA degrees earned, and requests for transcripts as indicators of transfer to other colleges. While high-school transcrpits were available for about half of the students, no attempt was made at this time to summarize secondary-school achievement or high-school standardized test results.

FINDINGS

In the 19 semesters covered by this survey, 177 awards were made, The number each semester ranged from 4 to 14; applicants and awards were usually more numerous in the fall than in the spring.

Table 1 presents data on length of attendance, Associate in Arts degrees earned, and presumed transfers. The range of length of attendance has been great. While 6 students failed to complete one term, two completed 8 nearly full-time semesters and one student, after the initial daytime semester, attended evening classes for 11 subsequent sessions. For the 153 students entering L.A.C.C. on or before spring of 1966, who to the present have had the time to complete 4 or more terms, the mean period of full-time attendance is 3.2 semesters. No attempt was made to summarize summer and evening session attendance, although more than half of the records include such work.

Of these 153 students admitted at least four semesters ago, 55 (36%) have earned the AA degree. Of the total, also, 76 (49%) had requested

FINDINGS (continued)

transcripts sent to other colleges. Presumably, the great majority of these did actually transfer, since their records indicated that they were eligible to do so.

Table 2 summarizes data on unit and grade-point achievements of these young women. In order to present information on more of the recent awardees who were categorized into scholarship versus book-grant recipients, Table 2 and subsequent tables include those entering in fall, 1966 and spring, 1967, with the opportunity to complete only 3 and 2 semesters to date, respectively.

The 153 students who had had time to complete 4 semesters or more attempted a mean of 47.7 units and completed a mean of 46.5 units, with a grade point average of 2.72. The addition of the 24 more recent enrollees left the grade-point average unchanged -- still at 2.72. One may note that 27 of the total group are still (or again) in full-time or evening attendance, although it would not be anticipated that the remainder of their records will significantly change the means of the entire group.

The separation of awards into scholarships for those who appeared to be truly academically able and book grants for those who should be encouraged to begin college was followed up by computing the grade-point averages of the two groups of entrants between spring, 1965 and spring, 1967. Scholarship recipients attained a 3.06 grade-point average, while book-grant recipients attained 2.31.

It seemed desirable to categorize these students as to relative academic success. They were therefore sorted into three groups: those with a grade-point average of 2.4 or above ("++" in Tables 3, 4, and 5), those falling between 2.00 and 2.39 ("+" in the same three tables), and those falling below 2.00 or who withdrew with no work completed ("-" on the three tables).

FINDINGS (continued)

Table 3 lists the numbers of students in the three categories by high school of origin. It will be seen that 63% attained a GPA of 2.4 or better, while 21% achieved moderate success in the 2.0-2.39 range, and 16% fell below this point. The high schools in Table 3 are listed in declining order of the number of their students receiving awards.

It was also of interest to present the grade-point data by choice of major. Since college freshmen are prone to change the majors which they have declared on entrance, and awards are made to some extent on specificity of college goal, these students were followed through from time of interview to completion of L.A.C.C. attendance to measure consistency of program against the initially declared major. The results are presented as Tables 4 and 5. Table 4 lists the majors involved, while Table 5 summarizes shifts among majors and the relative proportions of students in 2- and 4-year curricula. At time of interview, 38% of these awardees indicated two-year majors, and 62% had chosen transfer curricula. By far the most popular choice of two-year major was legal secretarial, while many of the 4-year majors planned to teach. Of the original entrants in two-year programs, 84% kept the original major, 6% changed to another two-year major, and 10% went into a transfer program. Of the students originally choosing a transfer program, 79% kept their original major, 8% changed to another 4-year major, and 13% moved to a two-year curriculum. This resulted in a net shift between entrance and last attendance, at which time 45% were following a two-year pattern while 55% had taken a transfer pattern. Of those originally choosing a two-year major, 12% ultimately fell into the "below 2.0" category, while 18% of the original transfer majors did so.

FINDINGS (continued)

Since SCAT scores were available for 168 of these students (95%), a profile of these could be obtained. For the group, the mean raw scores fell between the 50th and 53rd centiles on national norms. These means are significantly higher than those of L.A.C.C. women as a whole. Dr. Ben Gold's statistics for the years 1965-67 report the female centile range for the various semesters as follows: Verbal means, about the 40th centile; Quantitative means, about the 25th centile; Total means, 25th to 30th centile (L.A.C.C. Research Study #68-6).

When the entire group was subdivided on the basis of grade-point average into the three sub-groups described above, the differences in the mean SCAT scores of the three categories become statistically significant (Table 6). Here we see that, with the exception of the Verbal mean score of the "-" group, the mean SCAT score in each of the categories is consistent with the grade-point average earned. Since the difference between the mean Verbal scores of the "-" and "+" is not statistically significant, this exception to the expected rank-order of SCAT score means may be disregarded.

DISCUSSION OF THE RESULTS

The performance of this group of students is excellent by any standard -- retention, maintaining original goals, grade-point average, graduation or transfer attainment. It should be remembered that each semester some grants have been made where the risk is relatively great -- where motivation seems exceptionally high but where financial or cultural or familial obstacles are so great or so complex that prediction of continued attendance cannot be made with any confidence. Under such circumstances,

the fact that only 6 of 177 women failed to complete their first semester, or that only 22 of the remainder achieved less than a 2.0 grade-point average after one to four terms' attendance, indicates that the high-school faculty nominators and the college faculty selection committees have done their jobs very well.

The relationship between SCAT scores and grade-point average, while not new in studies of this type, would indicate that such scores should continue to be used as one of the tools of selection. With so many variables operant on college retention and success, however, SCAT scores should not be used as the sole criterion for selection. It is the writer's opinion that one function of these scholarships, that of encouraging worthy young women to begin college who might otherwise never attend, would be lost if higher scores in academic predictors were always required.

The women who entered with a choice of a two-year major were somewhat more successful in their attained grade-point average, in keeping to their original goal, and on completing requirements for the AA degree than were those indicating a transfer curricular choice. This might be expected, since so many of these enrolled in majors such as Legal Secretarial with well-developed skills and demonstrated success in their high-school backgrounds. The proportion of two-year to four-year students appearing on these lists is close to the proportions among LACC students as a whole, and probably should be maintained in future grants of this kind.

Further evaluation of the extent to which these scholarships may have contributed to the academic or occupational success of the young women involved, and therefore to the opportunity granted to the college to help young people who might not have attended without such encouragement, perhaps can come best from the women themselves. A questionnaire survey of the scholarship winners might thus be helpful.

TABLE I - Length of Attendance, AA Degrees, and Number Transferring Elsewhere

Semester of Entrance	No. of Students	No. Enrolled S '68	Mean full-time semesters completed	AA Granted	Transferred
Spring 1958	9	1	2.8	3	6
Fall 1958	11		3.9	5	9
Spring 1959	4		3.5	2	3
Fall 1959	13		2.8	3	4
Spring 1960	5		3.4	2	3
Fall 1960	12		3.8	4	6
Spring 1961	7		3.4	2	5
Fall 1961	10		4.3	8	6
Spring 1962	8		3.5	3	6
Fall 1962	10		2.7	4	5
Spring 1963	7		3.7	2	2
Fall 1963	12	1	3.0	5	4
Spring 1964	8		2.4	3	3
Fall 1964	7	1	3.0	2	5
Spring 1965	6	1	3.2	1	3
Fall 1965	12	2	3.2	6	5
Spring 1966	12	5	2.8	0	1
T O T A L S	153	11	3.2	55	76
%	100%	7%		36%	50%

NOTE: This table includes data only on students admitted on or before Spring, 1966, and who therefore have had time to complete 4 semesters. Subsequent tables will add records for those entering Fall, 1966 and Spring, 1967.

TABLE 2 - Grade-Point Average

Semester of Entrance	No.	Number Enrolled S '68	Mean Units Attempted	GPA
Spring 1958	9	1	44.9	2.52
Fall 1958	11		56.0	3.02
Spring 1959	4		54.1	2.73
Fall 1959	13		44.1	2.43
Spring 1960	5		50.8	2.87
Fall 1960	12		59.6	2.71
Spring 1961	7		45.5	2.98
Fall 1961	10		63.2	2.82
Spring 1962	8		51.6	2.76
Fall 1962	10		41.0	2.58
Spring 1963	7		53.3	2.74
Fall 1963	12	1	49.3	2.69
Spring 1964	8		33.0	2.57
Fall 1964	7	1	45.8	2.48
Spring 1965	6	1	51.1	3.07
S	5		47.6	3.42
BG	1	1	68.5	1.86
Fall 1965	12	2	45.6	2.65
S	8	2	47.4	2.88
BG	4		42.1	2.14
Spring 1966	12	5	34.8	2.61
S	2		29.0	3.13
BG	10	5	35.9	2.52
Fall 1966	14	9	37.8	2.90
S	5	3	36.1	3.02
BG	9	6	38.7	2.84
Spring 1967	10	7	23.0	2.59
S	3	3	23.2	2.90
BG	7	4	22.9	2.45
Σ Total	177	27	45.5	2.72
S	23	8	40.2	3.06
	31	16	36.8	2.31

Opportunity for at least 4 semesters

S = Scholarship

BG = Book Grant

TABLE 3 - Grade Point Averages, by High School of Origin

	S '58	F '58	S '59	F '59	S '60	F '60	S '61	F '61	S '62	F '62	S '63	F '63	S '64	F '64	S '65	F '65	S '66	F '66	S '67	++ GPA >2.4	+ GPA 2.0	- GPA <2.0	Tot.
Manual Arts		2	1	2	1	1	2	2	1	1					2	1				16	1	0	17
Belmont	2	1	1	1		1		1	1	1				1	1				1	12	4	1	17
Franklin	1	1		2	1		1		1	1				2	1	1	1		1	10	5	2	17
Lincoln					1	1		1	1	1	1	1	2	1		2		1	1	5	5	7	17
Roosevelt		1		2		1	2	1		1	1			1			1		1	9	5	0	14
Fairfax					1	1	1		1	1		1	1				1	1		8	0	2	10
Dorsey												2				1	1	3		7	0	1	8
Hamilton	1									1	1		1	1		1		2		6	1	1	8
Hollywood	1		1			1		1										2		6	1	1	8
Fremont	1					1			1			1			1		1			2	3	3	8
Los Angeles											1	1				1	1			4	1	1	6
Garfield		1			1	1											1			3	2	0	5
Washington				1		1			1	1		1								3	0	2	5
Polytechnic				1							1		1		1					3	0	1	4
South Gate				1								1					1		1	3	0	1	4
Eagle Rock		1		1			1	1												2	2	0	4
Westchester		1				1		1									1			2	2	0	4
Marshall	1			1												1			1	2	0	2	4
Wilson		1	1	1														1		1	2	1	4
Jordan													1				1	1		2	0	1	3
Jefferson	1													1		1				0	2	1	3
Verdugo Hills		1							1											2	0	0	2
Gardena												1								1	0	0	1
N. Hollywood																1				1	0	0	1
San Fernando											1									1	0	0	1
Venice																			1	1	0	0	1
Bell											1									0	1	0	1
Scholarships	5 2 2	9 3 1	3 1 0	5 3 5	3 2 0	9 2 1	7 0 0	6 4 0	7 1 0	5 3 2	5 2 0	8 1 3	3 1 4	4 2 1	5 0 0	6 2 0	2 0 0	5 0 0	2 1 0	112	37	28	
Book Grants															1	1 3	5 4 1	6 1 2	3 2 2	63%	21%	16%	
Totals															5 0 1	7 2 3	7 4 1	11 1 2	5 3 2			177	
	9	11	4	13	5	12	7	10	8	10	7	12	8	7	6	12	12	14	10				

TA - [illegible]

++ GPA 2.4 & above + GPA 2.0-2.4 - GPA below 2.0

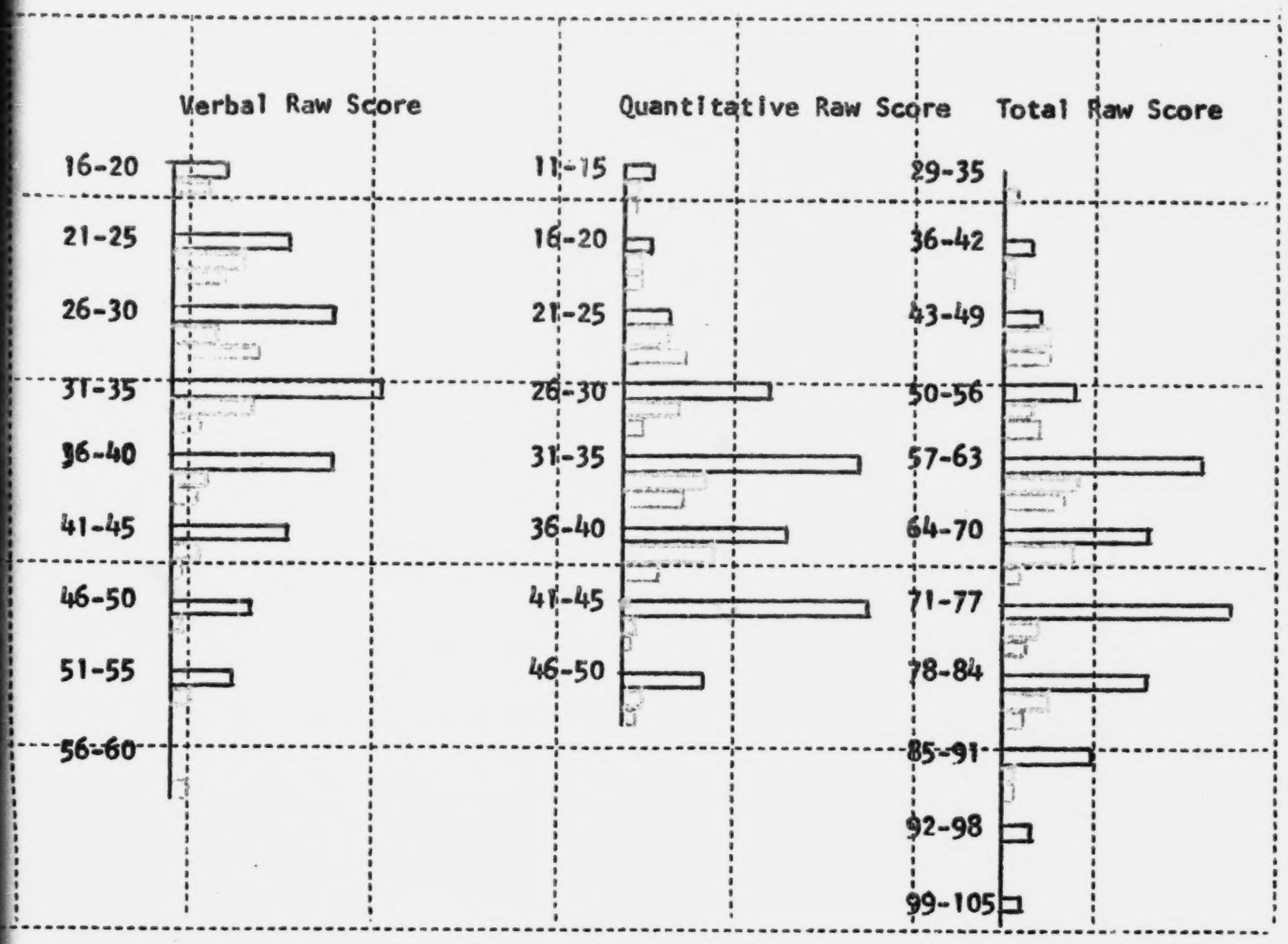
	Original major unchanged			Major changed						Total Org. Major	Total Final Major
				Original major			Final major				
TWO-YEAR	++	+	-	++	+	-	++	+	-		
Accounting	1	3	1	1	1					7	5
Art, Commercial	2	2	1	1						6	5
Bus. Data Processing		1								1	1
Business, General							1	1		0	2
Dental Assisting	5	1		1					1	7	7
Home Economics							2		1	0	3
Journalism	1	1			1					3	2
Linguistic Receptionist							2			0	2
Nursey School					1					1	0
Nursing	1	1								2	2
Police Science		1								1	1
Secretarial, General	1	1		1			2	2	1	3	8
Secretarial, Legal	21		4	2		1	5			28	30
Secretarial, Medical	4						1			4	5
Secretarial, Technical				1						1	0
Theater Arts	2						2			2	4
Transportation			1				1			1	2
X-Ray Technology							1			0	1
S U B - T O T A L S	38	11	7	7	3	1	17	3	3		
TRANSFER											
Biological Illustrator	1									1	1
Biology	1			1						2	1
Business Administration	2	2		1	1		2	1	1	6	8
Business Education	2	1	2	2			1			7	6
Chemistry	1			1	1					3	1
English	1	1	1					1		3	4
Foreign Language	8	2								10	10
General Transfer	3	1					1		2	4	7
History	2	1								3	3
Mathematics	3	1	1			1	1			6	6
Music	1	1								2	2
Philosophy			1							1	1
Physical Education	1	2	1	5		1			1	10	5
Political Science	1		1				1			2	3
Pre-medical	1									1	1
Pre-pharmacy	1									1	1
Pre-physiotherapy						1				1	0
Pre-Teaching	17	6	5	6	1	1	1	2		36	31
Psychology	2	1		1						4	3
Sociology	2		2		1	2				7	4
S U B - TOO T A L S	50	19	14	17	4	6	7	4	4		
T O T A L S	88	30	21	24	7	7	24	7	7		
		139			38					177	177

TABLE 5 - Success in Major (Two-year versus transfer)

	Two-year Majors	Transfer Majors	T O T A L S
Before entrance	67(38%)	110(62%)	177(100%)
Kept original major	56(84% of 67)	83(75% of 110)	139(79% of 177)
GPA* ++	38(68% of 56)	50(60% of 83)	88
+	11(20% of 56)	19(23% of 83)	30
--	7(12% of 56)	14(17% of 83)	21
Changed to another major	11(16% of 67)	27(25% of 110)	38(21% of 177)
To a 2-year major	4(37% of 11)	19(70% of 27)	23(61% pf 38)
GPA* ++	4	13	17
+	0	3	3
-	0	3	3
To a transfer major	7(63% of 11)	8(30% of 27)	15(39% of 38)
GPA* ++	3	4	7
+	3	1	4
-	1	3	4
At last attendance	79(45%)	98(55%)	177(100%)

GPA ++ = 2.4 and above
+ = 2.00 - 2.39
- = 1.99 and below

TABLE 6 - SCAT Scores in Relation to Grade-Point Average



A. GPA 2.4 and above
N = 107
Mean = 34.7
S.D. = 9.4

B. GPA 2.0-2.39
N = 36
Mean = 31.0
S.D. = 9.5

C. GPA below 2.0
N = 25
Mean = 31.8
S.D. = 9.6

D. GPA 2.4 and above
N = 107
Mean = 35.4
S.D. = 8.3

E. GPA 2.0-2.39
N = 36
Mean = 32.0
S.D. = 8.4

F. GPA below 2.0
N = 36
Mean = 29.1
S.D. = 8.5

G. GPA 2.4 and above
N = 107
Mean = 70.1
S.D. = 18.8

H. GPA 2.0-2.39
N = 36
Mean = 63.0
S.D. = 13.3

I. GPA below 2.0
N = 25
Mean = 60.9
S.D. = 12.8

Mean differences significant beyond the 1% level: A-B; A-C; D-E; D-F; E-F; G-H; G-I.

Mean difference significant to a level between 5% and 1%: H-I

Entire group
N = 168
Mean = 33.5
S.D. = 9.5

Entire group
N = 168
Mean = 33.7
S.D. = 8.5

Entire group
N = 168
Mean = 67.2
S.D. = 13.9